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ABSTRACT

This final report on the Pontiac Bilingual Program begins with a description of the program and a discussion of the school-community relationship established in the program. Monolingual children, language-interference students, and Anglo children are included in the experiment. The research procedures and tests used in the experiment are described; the test results are presented and discussed. Process evaluation reports are also included; the process evaluation was carried out through the use of on-site visits, attendance at weekly staff meetings, and attendance at advisory board meetings. The evaluation results are summarized in the final section, and limitations and recommendations are presented. The appendix includes examples from tests used in the evaluation. (VM)

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Final Evaluation Report

Pontiac Title VII

Bilingual Education Program

1970-71

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Description of Program

The Pontiac Bilingual Program for the 1970-71 school year was carried out by three teachers, four teacher assistants, and two part time community liason persons. They were directly responsible to a project director.

The program was conducted in an elementary school. Students not residing in the school attendance area were bussed to and from the school site. The location of the program in one school was considered by the staff as a definite advantage as compared with the 1969-70 program in which staff were itinerant. Within the elementary school there was one first grade classroom made up of monolingual children, language interference students, and Anglo children. Instruction was given in English and Spanish. Small group and individual instruction was conducted by a teacher and teacher assistant in a separate room. The third teacher spent half hour periods each day in seven first and second grade classrooms consisting of Anglo children. Instruction in the areas of Spanish language and Spanish culture was carried out in these classrooms.

The primary objectives of the program were:

1. to improve the academic functioning of bilingual children.
2. to increase the Spanish and English vocabulary of program participants.
3. to increase the Spanish vocabulary of Anglo children.
4. to increase the knowledge of Spanish culture on the part of Anglo children.
5. to involve the community in all aspects of the program
6. to improve skills of bilingual staff.

In addition to the work done relative to the above objectives, the bilingual program also carried out many activities not specific to the proposal.

In the area of community relations, the bilingual program engaged in several activities having impact on the total community. Bilingual staff members served as interpreters for several local agencies. Booklets informing the community about local OEO programs were translated into Spanish, the Michigan Driver Education Test was translated, and a total of sixty adults participated in classes to teach English to Spanish speaking adults. Adult students for Oakland Community College were actively recruited by the bilingual staff and the project director gave assistance to the Student Special Services at Oakland University. A wide range of social services was provided by the bilingual staff. The community liason workers secured clothing for needy families, acted as interpreters to the Juvenile Court, and gave guidance in legal matters to non-English speaking people.

The project director actively involved himself with the community through serving on the planning committee for an Oakland County Latin conference. He was a speaker at the local Mexican Independance Day celebration and he and the staff participated in Spanish Fiesta Days held at an elementary school and a shopping center.

The bilingual staff also served as resource persons to the local school district. One of the bilingual staff members assisted the high school counselors in their work with Spanish speaking students. Elementary school principals sought the assistance of the bilingual staff in regards to educational programs for Spanish speaking children not in the program. A volunteer, tutoring team was organized and trained to work with students on the Junior high level. The staff also assisted the district librarian in the selection of children's books. The bilingual staff also served on curriculum committees and two bilingual staff members

served on the local Title I advisory board. The project director gave assistance to the short term Teacher Training Program and the Career Opportunities Program in the areas of recruitment and training of interns of the program.

The project director gave presentations of the bilingual program to PTA's, served as a participant in the Iowa Bilingual Conference and is currently involved with Michigan State University in the planning of an Indian-Chicano Conference.

The above list of activities indicates that in addition to the direct effort on program participants, the program also has a significant impact on the school district and community.

Research Procedures

Collection of Data

Data were collected on a pre-post basis in September of 1970 and in May of 1971. The testing was done by the bilingual staff and each child was tested on an individual basis. The control group was tested in the same manner. The selection of a control group was not accomplished through random sampling procedures. Principals were asked to submit Spanish surnamed children deemed by teachers to have learning problems on a language interference basis. It was not possible to employ any matching procedure and there was not equal representation in terms of grade levels. Such a control group places severe limitations on any interpretation of the resultant comparisons but the presence of a control group even with the above limitations is considered preferable to no control group.

The experimental group consists of all children enrolled in the bilingual program. The seperation of the groups into monolingual or language interference was done by the bilingual staff on the basis of their knowledge of the children.

Measures

1) Wide Range Achievement Test: Children in both experimental and control group were given the Wide Range Achievement Test.

The Wide Range Achievement Test (WRAT) was developed as a measure of reading, spelling, and arithmetic achievement. (Jastek, 1965) Split-half correlation coefficients range from .94 to .98 for all three subtests across the age range of elementary school children. Validity of the WRAT was established through comparisons with other achievement

tests and also through use of criteria of internal consistency. The validity coefficients computed from both procedures are of sufficient magnitude to attest to the validity of the instrument as a measure of school achievement.

The complete WRAT was given to the bilingual students in the program; the spelling subtest was not given to students in the control group because of time limitations.

2) Word Recognition Test: The Word Recognition Test consists of words drawn from the Ginn Basal Reading Series. The student is asked to pronounce words from three levels of the test. One point for each word is earned by the student. No reliability or validity information is available at this time from the Ginn Company.

The Word Recognition Test was given to all students enrolled in the bilingual program.

3) FLICS Test: The Foreign Language Innovative Curricula Studies test is based on the Dade County Test of Language Development. The purpose of the test is to assess the students' ability to produce standard grammatical and phonological features when he speaks.

Test stimuli consist of pictures and the child responds orally to a set of questions. The test was administered to both the monolingual and language interference groups.

4) Alphabet Test: The Alphabet test was devised on the local level and consists of forty two letters in both upper and lower case. The test was given to the monolingual and language interference groups on a pre-post basis.

5) Cursive Recognition Test: The Cursive Recognition Test also measures the childs' ability to recognize letters of the alphabet. The letters are written in cursive form.

6) Number Recognition Test: This test was also devised on the local level. The child is asked to name numbers presented to him in written form. The test consists of sixteen numbers and there are also five drawings. The child is asked to number the set of objects in each drawing.

7) Color Recognition Test: The Color Recognition test was given to kindergarden and first grade children enrolled in the bilingual program. Seven color lines were given to the students and they were asked to name the colors by responding with the English and Spanish names.

8) Kindergarden Writing Samples: All kindergarden students in the program are considered monolingual. The students were asked to print their names. The child was given one point if any letters which could be recognized were printed. Two points were given if the complete first name was printed by the child.

9) PPVT - English and Spanish Editions: The Peabody Picture Vocabulary Test was devised by Dunn as a measure of intelligence. (Dunn, 1965) For this evaluation it was used as a measure of vocabulary development. The test consists of pictures and the student is asked to point to the picture which describes a stimulus word. Both Spanish and English stimulus words were given to the control group and the monolingual and language interference students in the program.

Reliability coefficients for the Peabody range from .73 to .84 for lower elementary school children. Validity was established through determination of the correlation between Peabody scores and Wechsler and Binet Intelligence Tests scores. Peabody scores were also correlated with measures of achievement. Numerous studies indicate satisfactory validity as established through the above procedures.

Copies of all the above mentioned tests are included in the appendix. In addition to these tests, some rating scales were developed for use in the process evaluation. These forms are also included in the appendix.

Results

The primary objective of the bilingual program is to improve the academic achievement of students considered to have difficulty in learning due to language problems. The first set of objectives in the evaluation design is concerned with the improvement of academic achievement among the program participants.

Table I below shows the pre test means and standard deviations of the various achievement tests given the monolingual and language interference students.

Table I

Pre Test Means and
Standard Deviation
Monolinguals and Language
Interference Students

Achievement Tests	Monolinguals			Language Interference		
WRAT	N	Mean	SD	N	Mean	SD
Reading	37	8.76	13.59	13	37.77	16.14
Spelling	37	15.38	6.52	13	27.15	7.06
Arithmetic	37	10.57	8.47	13	24.85	4.18
Word Recognition	19	9.42	22.60	12	25.33	36.66
FLICS Test	18	9.11	10.97	17	20.71	8.05
Alphabet Test	34	11.12	14.47	17	26.17	18.77
PPVT Spanish Test	32	37.84	13.26	19	42.90	9.66
Cursive Recognition	5	15.40	13.63	11	29.00	12.98
Number Recognition	32	13.28	10.75	15	22.07	6.10
PPVT English	31	24.74	17.27	18	50.94	8.82
Color Recognition Test	26					
English		4.54	3.91			
Spanish		1.58	2.37			

Table II gives the post test means and standard deviations for the two groups.

Table II

Post Test Means and Standard Deviation Monclinguals and Language Interference Students

Achievement Test	Monolinguals			Language Interference		
WRAT	N	Mean	SD	N	Mean	SD
Reading	37	23.68	16.94	13	48.62	22.37
Spelling	37	22.46	6.38	13	30.92	8.98
Arithmetic	37	19.32	6.31	13	27.39	6.08
Word Recognition	19	43.11	55.95	12	54.93	57.93
FLICS Test	18	17.22	6.25	17	31.18	5.40
Alphabet Test	34	23.47	14.70	12	37.25	13.35
PPVT Spanish Test	32	44.16	16.16	19	58.26	13.11
Cursive Recognition	5	35.00	6.40	11	36.36	8.48
Number Recognition	32	21.13	9.92	15	24.33	2.58
PPVT English Test	31	42.81	14.44	18	60.33	12.81
Color Recognition	26					
English		9.35	1.38			
Spanish		7.42	2.40			

Table III points out the mean gains made by the two groups and the resultant t tests used to compare the pre and post test means.

Table III

Gain Scores and t test

Monolinguals (M) and Language Interference Groups (LI)

Achievement Test		Pre Test Mean	Post Test Mean	Mean Gain	t
WRAT					
Reading	M	8.76	23.68	14.92	7.85 **
	L.I.	37.17	48.62	10.85	2.83 *
Spelling	M	15.38	22.46	7.08	7.42 **
	L.I.	27.15	30.92	3.73	2.84 *
Arithmetic	M	10.57	19.32	8.75	11.44 **
	L.I.	24.85	27.39	2.54	1.52 ns
Word Recognition	M	9.42	43.11	33.69	2.44 *
	L.I.	25.33	54.83	29.50	2.66 *
FLICS Test	M	9.11	17.22	8.11	3.57 **
	L.I.	20.71	31.18	10.47	9.11 **
Alphabet Test	M	11.12	23.57	12.35	4.05 **
	L.I.	26.17	37.25	11.08	1.30 ns
PPVT Spanish	M	37.84	44.16	6.32	3.27 **
	L.I.	42.90	58.26	15.36	6.61 **
Cursive Recognition	M	15.40	35.00	19.60	3.07 *
	L.I.	29.00	36.36	7.36	2.79 *
Number Recognition	M	13.28	21.13	7.85	2.93
	L.I.	22.07	24.33	2.26	1.26 ns
PPVT English	M	24.74	42.81	18.07	9.20 **
	L.I.	50.94	60.33	9.39	2.76 *
Color Recognition					
English	M	4.54	9.35	4.81	6.99 **
Spanish	M	1.58	7.42	5.86	11.80 **

* - Significant .05 level
** - Significant .01 level
ns - non significant

Inspection of Table III indicates that in the majority of comparisons, significant gains are shown by the program participants. In regards to achievement as measured by the Wide Range Achievement Test, the gains demonstrated by the monolingual group are larger than those demonstrated by the language interference group. In fact the language interference group showed no appreciable gain in their arithmetic skills during the school year.

The language interference group also showed no significant gain in their ability to name letters of the alphabet and in recognition of numbers. Further comments regarding the functioning of the language interference group can be made on the basis of comparisons with a control group. The language interference group and control group were compared in terms of reading, arithmetic achievement and also on measures of Spanish and English vocabulary development. Table IV gives the pre test means and standard deviations for the control group on the above measures. Table V gives the post test data for the control group. The reader is referred to Table I and II for the data regarding the language interference group.

Table IV

Pre Test Means, Standard Deviations Control Group

Wide Range Achievement Test	N	Mean	Standard Deviation
Reading	26	27.26	18.37
Arithmetic	26	16.62	7.90
PPVT Spanish	26	30.73	12.88
PPVT English	26	56.39	14.09

Table V

Post Test Means, Standard Deviations Control Group

Wide Range Achievement Test	N	Mean	Standard Deviation
Reading	26	40.00	16.76
Arithmetic	26	647.0	6.28
PPVT Spanish	26	33.69	14.59
PPVT English	26	64.46	9.34

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The mean gain scores of the control group are compared with the gain scores of the language interference group in Table VI.

Table VI

Mean Gain Scores-Language Interference and Control Groups

Test	N	Language Interference	N	Control Groups	t	
WRAT						
Reading	13	16.85	26	12.54	.3540	ns
Arithmetic	13	2.54	26	8.27	3.05	**
Spanish Vocabulary	18	15.36	26	2.96	2.96	**
English Vocabulary	18	9.39	26	8.08	.28	ns

** - Significant .01 Level
ns - Non Significant

Inspection of Table VI points out that when a control group is used for comparison, the significance of the gain scores shown by the language interference group are not as striking as when only the pre-post gain scores of the group are considered by themselves.

In the reading area for example the language interference students in the bilingual program do not show a gain greater than language interference students not in the program. In the arithmetic area, greater gains are shown by the control group. The Spanish vocabulary of the language interference students in the program increased markedly when comparisons with a control group are made. There was no difference between the two when their English vocabulary development was examined.

The above conclusions must be imterpreted in a cautious manner because of the lack of proper selection of a control group. The method of selection of the control group was not on a purely random basis and more important, there was no attempt to match experimental and control groups

on significant variables. The evidence here that language interference students enrolled in the bilingual program do not show any more gain than language interference students not enrolled in the program is only suggestive. The trend is such, however, that any future evaluation of the bilingual program must include data from a control group matched with the experimental group in terms of age, IQ, sex, and grade level.

From the evidence which is available it appears that the bilingual program is most effective for the monolingual students. A review of Table III points out that on the ten achievement measures, the monolingual group showed higher gains than the language interference students on eight of the measures. The language interference group showed higher gain on the FLICS test and the PPVT-Spanish version. While it appears that the program is more effective for monolinguals than for language interference students, meaningful generalizations are difficult to make in the light of the present data on a small, poorly matched control group, and the absence of any data on a monolingual control group.

Two objectives of the program relate to Anglo children. The objectives were to increase knowledge of Spanish culture and to develop Spanish as a second language. The results of the measures to quantify these objectives are given in Tables VII, VIII, and IX.

Table VII presents the pre test data means and standard deviations. Table VIII gives the post test means and standard deviations while Table IX shows the mean gain scores and the resultant t scores.

Table VII

Pre Test Means
Standard Deviations
Anglo Group

Tests	N	Mean	Standard Deviation
Spanish Vocabulary Test	59	4.80	3.83
Spanish Culture Test	59	2.86	5.11

Table VIII

Post Test Means
Standard Deviations
Anglo Group

Tests	N	Mean	Standard Deviation
Spanish Vocabulary Test	59	20.22	11.83
Spanish Culture Test	59	4.97	2.53

Table IX

Mean Gain Scores
t test Anglo Group

Tests	N	Pre Test Mean	Post Test Mean	Mean Gain	t
Spanish Vocabulary Test	59	4.80	20.22	15.42	11.54 **
Spanish Culture Test	59	2.86	4.97	2.11	3.16 **

** - significant .01 level

Significant gains were made by the Anglo children in the area of Spanish Vocabulary and Spanish Culture. The program then achieved its two objectives relative to the Anglo group.

Process Evaluation

A process evaluation of the bilingual program was carried out through use of on-site observational visits, attendance at weekly staff meetings, and attendance at advisory board meetings. The process evaluation reports will now be presented. Project records were also used as well as information gained from periodic contacts with the bilingual staff and program director.

Bilingual Program
Process Evaluation
Report #1

September 29, 1970

Performance Objective

To improve academic achievement of monolingual and language interference students.

One group of monolingual and language interference students were observed working with a teacher assigned to the bilingual program. An aide also took part in the instructional process. Instruction was geared to having the students learn English words and common greetings. The teacher would say the word or phrase with each child in turn repeating the phrase or word. If correct the student collected a colored piece of paper. This made learning a "game" to the students.

High interest, and active participation on the part of students were evidenced.

Performance Objective

To increase the Spanish vocabulary of Anglo children.

Two twenty minute class periods were observed. The bilingual teacher and aide instructed the children. Specific content were Spanish numbers one to five, and the phrase - "what is your name - my name is." Children were active and involved, generally showing growth in ability to repeat numbers and phrases.

Teachers made good use of reinforcement procedures. It appeared in one class that the aide was not given a specific responsibility. In the second classroom she took an active part in the instructional process.

Process Evaluation Report #2
Bilingual Program October 1970

An observation of the activities in the first grade at Emerson school. The class contains monolingual, language interference students, and anglo children.

In contrast to the previous observation, the teacher now has adequate instructional materials. Responses and enthusiasm of students were noticeable.

Community Aides were hired and trained to give the Peabody Test and Spanish Vocabulary Test to a control group. Testing procedures were observed on October 26, 27 and 28th. Testing conditions and procedures were deemed sufficient after some minor adjustments.

A conference with two teachers regarding testing procedures for the Anglos in the program. It was decided that two additional testswere needed. These tests were completed November 5th and procedures for administration have been initiated.

The time allotment of 20 minutes appears too short for meaningful involvement on the part of all children.

Performance Objective

To improve academic performance of language interference and monolingual students in a regular classroom: instruction carried out by a bilingual teacher.

One first grade classroom was observed. A reading lesson was presented. Teacher gave directions in English and Spanish. Spanish background children were able to participate in the question-answer period with the teacher.

The teacher was obviously hampered by the lack of materials - not enough textbooks. She had to use an overhead projector: the projected image was not clear with the result that attention of children was difficult to focus.

The aide worked with another group on another task. It appears that good use of the aide's time is being made. The physical set up of the classroom places limits, however, on the maximum effectiveness of the aide.

Process Evaluation Report #3

Bilingual Education Program: December 17, 1970

Performance Objective:

Bilingual aides will attend scheduled classes at Oakland University College and will receive grades of C or better.

Procedures for measuring attainment of objective:

1. Conference with Director-OCC program
2. Interviews with bilingual aides
3. Examination of school records

A conference was held with the Director of the educational program in which the 6 bilingual aides are enrolled. The following information was derived.

The six bilingual aides have completed satisfactorily the courses offered in the first semester. They accumlated 10 hours of college credit. The completed courses are:

1. Foundational studies of Natural and Life Sciences -	Credit Hours	4
2. English 151 or 152	Credit Hours	3
3. Sociology 251 or 252	Credit Hours	3
		10 hours

Aides attend classes for 3-one half days a week. Records indicate that attendance has been good (minimum of 3 absences). Some of the aides are in the advanced sequence of the course.

Interviews with the aides indicated that basic skill development has been a major part of the foundational studies course and English course. The sociology course has involved the aides in articles and discussions pretaining to contemporary social problems. Their reaction to the educational program is highly positive.

Bilingual Program

Process Evaluation Report #4

December-January-February

Program Objectives Monitored:

1. To increase skills of teachers and aides.
2. To provide orientation for bilingual staff in terms of job descriptions and detail a time and space for carrying our staff responsibilities.

Five staff meetings were attended by the evaluator for the purpose of monitoring. A secondary objective for staff meeting attendance was to involve staff individuals in the design of some evaluation instruments.

Two of the meetings attended dealt with the planning of the 71-72 bilingual program to be housed in the Human Resources Center (HRC). Mr. Thor Peterson, director of the Human Resources Center was present at one meeting to explain the organizational structure of the HRC. The staff readily reacted to the proposed plan and provided valuable input in terms of the manner in which the bilingual program could fit into the proposed plan. The staff is also in the process of identifying objectives for next years' program.

The third and fourth meetings focused on the establishment of a rating scale to determine effectiveness of bilingual staff. A tentative rating form was established. The rating form will be used the remaining five months of the program.

A fifth staff meeting dealt with curriculum materials. One of the staff members presented the Miami Linguistic Series and suggested possible use of the materials in the program. A report was also made relative to the visit of the bilingual programs operative in Miami Beach, Florida.

Impressions and ggesti ns - Bilingual Staff Meetings.

The staff meetings monitored over a three month period give ample evidence that the bilingual staff are provided sufficient orientation. Moreover, there appears to be a good effort on the part of the project director to involve the staff in program plans and to keep them abreast of developments.

Skill improvement is noted in that active efforts are made to present to staff new instructional procedures and materials. Use of audio-visual materials is encouraged by the project director and the staff express the view that they are given the opportunity to try different approaches.

For the most part there is active participation and involvement during staff meetings. However, there is a tendency for a few of the staff to remain passive in the meetings and not provide input. It is suggested that more active effort be made by the project director to involve these individuals.

A written, time scheduled agenda for staff meetings would be helpful to keep the staff tasks orientated. Minutes of staff meetings would also be helpful in that basic decisions of the group would be in written form hence less subject to possible, future misinterpretations.

Process Evaluation Report #5
Bilingual Program

February 23, 1971

Performance Objective: The project director will organize and maintain a Community Advisory Board.

The first formal meeting of the Community Advisory Board was attended at 9 Victory Court. The purpose of the meeting was to inform the community of present planning concerning the implementation of the Bilingual program in the Human Resources Center. Mr. Petersen, director of HRC described the physical structure of the HRC and the planned instructional program.

There was good interaction and participation among the committee members. The meeting was well structured and organized and the committee left with some definite ideas about their role.

Suggestions:

1. Bilingual staff members or representative should be present at advisory committee meetings.
2. Written comments of the meetings should be published within a newsletter format or letters to parents of children in the program.
3. Some thought might be given to having a high school student, Mexican American serve on the committee.

Process Evaluation #6

March 18, 1971

Performance Objective:

To increase Spanish and English Vocabulary of program participants.
To increase knowledge of Spanish Culture.

Observation: - Classroom

Teacher and teacher assistant used arithmetic games. Students were very attentive and enthusiastic. Teacher makes very good usage of positive reinforcement techniques. Teacher assistant gave assistance at table where students were involved in another activity (workbooks). Teacher assistant would be more helpful if she would increase movement around the room.

Second activity was listening to Spanish music and engaging in dance patterns led by the teacher. Activity was of value in getting across ideas of Spanish culture and heritage. However, the non-participants were not encouraged to join the group dance. The period also could have been more structured in order to impart significant information about Spanish dance and music.

Process Evaluation Report #7

April 20, 1971

Performance Objective: Improve Reading Achievement

Observation: Small Group Instruction

Teacher and teacher assistants were working with three language interference students in the reading area. There was good use of materials tailored to needs of students. Teacher assistants followed up group instruction with individual help.

The approach used by the teacher is an individualized one. It is apparent that she knows the students' level of functioning. Teaching is carried on in a non-critical supportive manner. Excellent rapport with children is evident.

Process Evaluation Report #8

May 1971

Performance Objective: To increase Spanish Vocabulary

A visitor, Spanish speaking, read a story in Spanish to the bilingual class. Few of the students showed much interest in the particular story. The group was too large to allow for maximum participation on the part of the students. Timing also was off in that the story telling took place late in the day when concentration skills of the students were at a low level.

Process Evaluation Report #9

May 1971

Objective: Development, Adaptation of Curriculum Materials

Project records indicate the following activities regarding curriculum development and adaptation.

1. A staff meeting to introduce the Miami Linguistic Series was held.
2. EFI flashcards were purchased and used by the staff.
3. A multi media readiness kit was purchased and put into instructional use.
4. The Holt-Rinehart "I Wonder Why" series were acquired and used.
5. Perceptual Learning Puzzels were purchased and used by bilingual staff with program participants.

A revised curriculum guide was not formulated hence the objective was not met. However, the list of activities does indicate that the staff have been actively involved in the development, acquisition, and use of new curriculum materials.

Process Evaluation Report #10

June 1971

Program Objective: Involvement of Parents in the Program

Project records indicate that there was an increase in the number of parents attending parent-teacher conferences, in comparison to last years attendance records. The objective of a 70% criterion, however, was not met.

There were five Advisory Board meetings held throughout the year. An average of 12 persons attended the meetings but there was considerable variability in attendance.

While the specific criteria for the parent involvement objective were not met, there is ample evidence that the program has had an effect on the community if the list of community activities is considered.

Process Evaluation Report #11

June 1971

Program Objective: To Develop Skills of Bilingual Staff

The bilingual staff during the 1970-71 school year attended the following inservice programs.

1. Saginaw Conference - Bilingual Education
2. Oral Language Workshop 2 weeks, Summer 1970
3. Oral Language Workshop 2 at Frost School
4. Compensatory Education Conference Grand Rapids, May 1971
5. On-Site visitation - Dade County Program, February 1971
6. Bilingual staff have attended six Saturday pre service workshops pretaining to the operation of the Human Resources Center

The pre-post achievement tests related to the summer oral language workshops show that bilingual staff attending the workshops significantly increased their knowledge of oral language concepts. There were no other evaluations of inservice programs.

No attempt was made to examine the Pontiac Teacher Effectiveness Forms and compare them with previous ratings hence no statement can be made relative to this segment of the objective of increasing skills. Satisfactory performance of the staff is indicated, however, by the fact that all staff members have been requested to participate in the 1971-72 program.

Process Evaluation Report #12

June 1971

Program Objective: To Increase Educational Level of Bilingual Aides

Records from Oakland Community College indicate that five of the six bilingual aides earned Associates Degrees this past school year. The sixth aide will have completed the number of required hours in the fall term.

Four of the five graduates of Oakland Community College were graduated with honors.

The objective of increasing the educational level of bilingual aides was satisfactorily met.

Process Evaluation Report #13

July 1971

Program Objective: Project Management Evaluation

The management of the bilingual program was evaluated through use of a management checklist which indicates if the program director carries out functions listed in the job description of program manager - bilingual program.

The following checklist of activities indicates that the project director fulfilled his major responsibilities as project director.

Management Checklist

Bilingual Program

	Function	Evidence
1.	Provides Orientation for Staff	Held weekly staff meetings Criteria of written job descriptions for each staff member not met.
2.	Explains program to school staff where program is located.	Project director met informally with teaching staff and school principal.
3.	Works with school principals in assignment of children.	Consulted with school principals relative to placement.
4.	Organizes and maintains Community Advisory Board.	Five Advisory Board meetings took place.
5.	Maintains liason with USOE, LEA.	Submitted written reports to USOE. Had telephone conversations with program director. Conferences with LEA administrators.
6.	Reviews Evaluation Design	Numerous meetings with internal evaluator.
7.	Arrange for an independent audit.	Written contract with external auditor.
8.	Provides supervision for staff	Held group and individual conferences.
9.	Periodically observe teachers and aides.	Frequent visits to classrooms. Made ratings of teachers.
10.	Makes changes as needed	Submitted addendum to original proposal. Involved in planning of 1971-72 program in new location. Submitted revised daily schedule.
11.	Aides in the development of curriculum materials.	Ordered new materials. At staff meetings, showed staff new materials.

Summary

Product Evaluation

Academic Achievement Objectives

Data analysis comparing pre and post achievement tests indicated that significant gains were made by the monolingual and language interference groups in the following areas:

1. Reading
2. Spelling
3. Arithmetic (Monolingual group only)
4. Word Recognition
5. English Grammer
6. Alphabet Recognition
7. Spanish Vocabulary
8. English Vocabulary
9. Number Recognition (Monolingual group only)
10. Color Recognition - English, Spanish

The gains made by the monolingual group were generally larger than the gains shown by the language interference group.

When the achievement gains shown by the language interference group were compared with a control group it was found that the students in the bilingual program showed a significantly greater gain in development of Spanish vocabulary. They did not differ from the control group on the measure of reading achievement and the control group demonstrated a significantly greater gain on the test measuring arithmetic computation skills.

The Anglo students participating in the program showed statistically significant gains on the measures of Spanish Vocabulary development and knowledge of Spanish culture.

Product Evaluation Limitation

The conclusions made based upon this evaluation report must be considered in view of limitations inherent in the research design and implementation. The following limitations should be borne in mind.

1. There are no clear, delineated definitions of what constitutes monolingualism or language interference.
2. Reliability and validity information on many of the tests is not available.
3. The size of the sample made it impractical to examine the data in regards to age, sex, or grade level categories.
4. No control group data to compare with the monolingual group data are available.
5. The control group for the language interference group was not matched on relevant variables.

Conclusion - Product Evaluation

The bilingual program has had a significant effect on the achievement of the program participants. The program has a more significant effect on reading achievement than it does on arithmetic achievement and monolingual students profit considerably more than do language interference students. Apparently the program has little effect on the academic achievement of language interference students.

Anglo students profited from the program in terms of learning about Spanish culture and in increasing their ability to us Spanish words.

Process Evaluation

The process evaluation reports indicate that the bilingual staff operated in an effective manner interms of working with the program participants and also in working with teachers in the host school as well as the school district personnel.

The program while judged to have a significant impact on the community at large did not achieve its objective in increasing parental involvement. The program also failed to reach its objective in regards to development of a curriculum guide specific to program participants.

The bilingual staff upgraded their skills as evidenced by attendance at numerous inservice training sessions. Quantification of skill development, however, was not carried out hence the above conclusion is a subjective one. The educational level of the aides was raised as evidenced by their earning of Associates Degrees from Oakland Community College.

The program manager carried out the functions defined by his job description. No attempt was made to assess the quality of specific activities but his retention as project director for the 1971-72 program attests to a satisfactory rating on the part of school district supervisory personnel.

Recommendations

In regards to future evaluation, it is necessary that satisfactory control groups be established. Contacts have been made with other school districts in an attempt to obtain control group data. There is also a need to develop or acquire adequate instruments.

The program needs to put more emphasis on the arithmetic area. The data also suggest that innovative strategies for the teaching of reading need to be developed especially for the language interference group.

Considerably more work needs to be done in the area of parental involve-

ment. Apropos to this, is the need for time and personnel to actively search out and encourage activities to increase the parental involvement componant. Additional resources are also needed if bilingual staff are expected to develop, experiment with, and field test curriculum materials.

Bibliography

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APPENDIX

Alphabet Recognition:

Date_____

Name_____
Grade_____

40

A	s̄	c̄	d̄	k	o	r
B̄	e	ū	L̄	x̄	a	w̄
n̄	ȳ	p	b	j̄	d	F
e	I	v	j	M	f	h
G	i	q̄	t̄	R	z̄	ḡ
H̄	m	N̄	Q̄	Ū	l	T

Grade _____ Examiner _____

Teacher _____

Spanish Culture Test

1. Name 2 Spanish songs.

2. Poncho lives in a very dry part of Mexico. What kind of house does he live in?

3. Maria lives in a wet part of Mexico. What kind of house does she live in?

4. What does the Mexican farmer get from maguey plant?

5. What is one of the valuable metals that comes from Mexico?

6. Does it snow a lot in Mexico?

7. What kinds of Indians lived in Mexico at one time?

8. What is the national game of Mexico?

9. What would you do with a tortilla?

10. Poncho has a piñata, what does he do with it?

11. Maria has a new dress to go to a posada. What is a posada?

12. What language do most people speak in Puerto Rico?

13. Ana lives in Puerto Rico. She asks her mother to cook a favorite family food. What do you think the mother cooked?

14. Where do you think this is? (Show Picture)

15. Where do you think this is? (Show Picture)

Spanish Vocabulary
TEST

Name _____ Date _____

Grade _____

1 - amigo _____
2 - este _____
3 - uno _____
4 - dos _____
5 - tres _____
6 - cuatro _____
7 - cinco _____
8 - libro _____
9 - lápiz _____
10 - cuaderno _____
11 - niños _____
12 - señor _____
13 - señora _____
14 - señorita _____
15 - ¿Que? _____
16 - si _____
17 - papel _____
18 - vestido _____
19 - saco _____
20 - pantalón _____
21 - rojo _____
22 - verde _____
23 - azul _____
24 - amarillo _____
25 - blanco _____

26 - negro _____
27 - mamá _____
28 - papá _____
29 - hermano _____
30 - hermana _____
31 - padres _____
32 - naranja _____
33 - manzana _____
34 - fruta _____
35 - uva _____
36 - jugar _____
37 - cantar _____
38 - correr _____
39 - caminar _____
40 - muñeca _____
41 - escuela _____
42 - macstro _____
43 - grande _____
44 - pequeño _____
45 - ¿Quien? _____
46 - globos _____
47 - tener _____
48 - musica _____
49 - canción _____
50 - mesa _____

MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST

Structured Response

FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES

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This test is based on the Dade County Test of Language Development. The original test has been revised and enlarged by FLICS personnel with permission of the Division of Research, Development, and Evaluation, Dade County Board of Public Instruction, Miami, Florida.
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MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST - Structured Response

Directions for Administration

I. OBJECTIVE

The purpose of the test is to assess the child's ability to produce standard grammatical and phonological features when he speaks.

II. METHOD

A. Standard Stimulus. The child is shown three pictures which form a story. He is given a Stimulus (S) concerning one of the pictures. The Stimulus is structured so that the child will give a Response (R) containing a particular feature of grammar or pronunciation.

The procedure for giving the Stimulus (S) and scoring the Response (R) is as follows:

1. Give Stimulus, marked S
2. If Child does answer with underlined Response (R), record response number.
3. Give (S) second time if child gives no answer the first time.
4. Do not give any further help.
5. If child gives an answer which is not listed in the test, or if he doesn't respond after the second time, mark 0 (other)

B. Importance of Standard Stimulus. It is important to give the Stimulus (S) as it is written.

For example: (Question 5 - Stimulus)
PAST PARTICIPLE

S (Point to boy) (Child's name). Ask the boy if he always goes to this river to fish. Have you always...

As may be seen, if the examiner did not include the words, Have you always, the child could say, Do you always go, instead of Have you always gone. It would then become difficult to find out what word the child uses for gone without actually giving him a cue or answer.

C. Use of Tape Recorder. To help the teacher check on whether or not he has given a standard Stimulus, it is convenient to use a tape recorder during the testing sessions

Later on, when playing back the tape, the teacher may not only check on the standard Stimulus, but also recall various features from an individual child's test. The children will not be afraid of the recorder if they are allowed to hear themselves on the recorder a little bit before the test.

The tape recorder need not be used extensively to score the test, however. Examiners have found that on-the-spot scoring is not only more practical but equally or more reliable for checking sound differences that are important in the phonological and grammatical features tested.

III. GENERAL TEST CONSIDERATIONS

A. Time Required. The 43 items should take approximately 15 munutes to give.

B. Testing Room and Equipment. No extra equipment is needed besides the test booklet with its three pictures. You will need to reproduce five more resppnse sheets. A tape recorder is advisable for the first few children as a means of self-checks.

C. Setting the Child at Ease. The teacher is at an advantage in the testing situation because the child already knows her. Working with the tape recorder may be strange for the child, and the test may be different from any he has encountered before. However, the tape recorder will help the teacher get the child to name his brothers and sisters, tell about a pet, tell about something he did well yesterday in class; or, if the child does not seem to be afraid, he may wish to tell about the things he sees in the first picture he is shown.

Sometimes the children are quite verbal, and sometimes they need help in this warm-up period. If the child does not respond to the questions above easily, it is best just to go right into the test. The praise given for answering will begin to make him feel at ease.

D. Praise for Answering. The child feels more relaxed and will try to give better answers if he is praised. Even if he misses giving the grammatical or phonological feature needed, praise may be given. However, the child is sensitive to false praise. It is better to give moderately positive comments such as, fine, or You're giving me lots of answers or even an enthusiastic uh-huh or O.K. Often words like, good and very good, begin to sound false. Also, testers sometimes find themselves saying, good, when the answer is standard and a dull uh-huh, when the answer is non-standard. Moderately positive comments will guard him from this tendency.

IV. SPECIFIC TEST CONSIDERATIONS

There are many questions the teacher will have as she begins to test. The most common are listed below:

1. What is the best way to give the Stimulus?

   The Stimulus must always be read word for word. Sometimes you will find a line of dashes drawn over to a part of the Stimulus. It is helpful for the child to repeat the Stimulus from this part through to the end.

   For example: (Question 34 - Stimulus)
   USES OF BE

S	Let's name some things in this picture.
(Pointing)	These are dishes.
(Point to table)	These are chairs, and
(If necessary, help child repeat)- - - - - - - - -	This ...

   If the child repeats <u>this</u>, it gives him a good start at producing the whole sentence. Otherwise, he may give a short answer, <u>a table</u>. The verb to be tested will be missed.

2. How do you get a child to repeat the last word?

   After the teacher becomes somewhat familiar with the test, she will be able to use eye contact to have the child repeat what she says. The child will become used to the teacher looking up from the picture and will realize he is to repeat words.

   This eye contact system has the advantage of being non-verbal, so the child can concentrate only on the question. Until the system is established, the teacher may need to deviate from the general instructions in the following way:

   a. Read the <u>entire</u> Stimulus;
   b. Tell the child, <u>Say what I say, (child's name)</u>.
   c. Repeat just the starting word of the child's sentence.
   d. Repeat the entire Stimulus with the child's starting word given twice.

   For example:

Teacher:	Did the father start to fish by himself, or did he wait for the boy? He ...
Teacher:	Say what I say, (child's name).
Teacher:	He ...

If necessary,

Teacher: Did the father start to fish by himself, or did he wait for the boy?
He ...
He ...

3. What if a child remains silent?

If a child remains silent on a particular question, it may be that he doesn't know the meaning of one of the words. This has been anticipated to a great extent in the test. Changes have been made to use simpler words, or definitions have been provided. In any case, it is a good policy when the child is silent to ask:

Teacher: Do you know what (____) means?
It means (simple synonym).
(Repeat Stimulus)

Even if the child says he knows what a word means, it is good to give the synonym.

Sometimes the child doesn't understand what the teacher is pointing to in the picture. However, if the teacher tries to give some verbal explanation, she may run the risk of giving the child the answer. Therefore, if the child does not seem to understand what the teacher is pointing to, the teacher may say:

Teacher: Point to the same thing I'm pointing to
(Guide child's finger to same point)
(Repeat Stimulus)

4. What if a child generally does not give answers?

It is easy to assume that if a child does not give answers, he doesn't understand. It is just as easy to assume some erroneous causes. The teacher is at a distinct advantage in this testing situation. If a particular child does not give answers, the teacher may want to re-test him after she has tested several other children. Quickly reviewing the information she has accumulated with these children, she may pick out the simplest questions. Starting with these, the child will probably begin to answer questions.

5. Is it necessary to test exactly five students several times a year?

There is no magic about the number five. In other words, it is not a necessary number; it is only a convenient number. We would like to stress, however, that the value of the Structured Response test is it's ability to give the teacher a quick overview of her students' language needs. The more efficient the curriculum is in meeting the students' language needs, the more quickly the overview is likely to change. To ease the teacher's load, we recommend that she test five pupils taken at randon every six weeks or so. She can easily spend fifteen minutes with one pupil each day for a week.

6. What will the scoring system tell me?

The Structured Response test has eleven grammatical and phonological categories. After the teacher has tested five pupils, for example, she need spend only 15-20 minutes to arrive at the Category Percentages for the eleven categories. You will notice that the Category Sheet helps you keep record of the percentages for six testing dates. This record can show you if the curriculum's progress is meeting the students' language needs.

MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST - Structured Response

Directions for Administration	Example (Item 1 below)
a. Give Stimulus, marked S.	S Let's name some things, (child's name). This is a boy. This is the father, and these ...
b. As you read, point to Stimulus objects in picture. e.g., Point to boy when saying Point to father when saying Point to trees when saying	 This is a boy This is the father, and these ...
c. If child answers with an underlined Response, marked R, -Record response number on Response Sheet, e.g., (1) ... are trees	 See section (R) in Item 1 below Recorded as: (1)
d. Response number is determined only by underlined portion; e.g., ... is trees e.g., ... is tadpoles	 Recorded as: (5) Recorded as: (5)
e. If child doesn't answer, or doesn't use an underlined Response, -Repeat Stimulus -having child join in with you from the dashes; e.g., (If necessary, have child repeat)- - - - - - - - -	 See section (S) in Item 1 below -This is a boy. This is the father, and these ...
f. After second time, if child still doesn't answer, or doesn't use an underlined Response, -Record (0) -Go on to next item	 Recorded as: (0) Other
g. Accept final response; e.g., If child says, ... are trees and then says, ... is trees	 Recorded as: (5)

Example (Item 1)

S	Let's name some things, (child's name).	R (1)	... are trees.
(Point to objects)		(5)	... is trees.
(If necessary,		(6)	... be trees.
have child repeat)- - -	-This is a boy. This is the father,	(7)	... trees. (verb omitted)
(Points to trees)	and these ...	(0)	Other

Test Items

1. USES OF BE
(Are as main verb)

S — Let's name some things, (child's name).

(Point to objects)
(If necessary, help child repeat) - - - - - - - - - - This is a boy.
This is a father, and these ...

(Point to trees)

R (1) ... are trees.

(5) ... is trees.
(6) ... be trees.
(7) ... trees. (verb omitted)
(0) Other

2. PLURAL
(Regular - /z/ ending)

S (Point to trees) — Let's count these, (child's name).
One, two, ...
Three what?

R (1) Trees. (s pronounced /z/)

(5) Trees. (s pronounced /s/)
(6) Tree(_). (/z/ omitted)
(7) Treezez. (non-standard plural)
(0) Other

Use Picture 1

3. DOUBLE NEGATIVE
(Negated main verb plus affirmative noun determiner or noun subsititute: doesn't have plus a, one, or any)

S (Pointing) — The father has a fishing pole, but the boy doesn't have ...

R
(1) ... a fishing pole.
(2) ... one.
(3) ... any fishing pole.
(4) ... any.

(5) ... no fishing pole.
(6) ... none.
(0) Other

4. USES OF HAVE
(Have as auxiliary; requires following past participle, walked)

S (Point to boy) — (Child's name)
Ask the boy if he has walked along the river before.

R
(1) Have you walked along the river before?

(5) Has you walked along the river before?
(6) Has you walk(__) along the river before?
(7) Have you walk(__) along the river before?
(8) Did you walk along the river before?
(9) Did you walked along the river before?
(10) Is you walk along the river before?
(11) Is you walked along the river before?
(12) You walk along the river before? (have and -ed omitted)
(13) You walked along the river before? (have omitted)
(0) Other

Use Picture 1

5. PAST PARTICIPLE
(Irregular - past participle, gone, not the same as infinitive plus /d/, i.e., goed, nor as the past, went)

S (Point to boy) (Child's name)
Ask the boy if he always goes to this river to fish.
(Say with child)- - - - - - - - - - -Have you always ...

R (1) ... gone to this river to fish?

(5) ... went to this river to fish?
(6) ... go to this river to fish?
(7) ... goes to this river to fish?
(8) ... goed to this river to fish?
(0) Other

6. PRONUNCIATION
(Initial consonant sound th pronounced as in thin, think)

S (Holding thumb up) What do you call this? A ...

R (1) thumb.

(5) tum. (/t/ substituted for th)
(6) fum. (/f/ substituted for th)
(7) sum. (/s/ substituted for th)
(0) Other

7. PRONUNCIATION
(Initial consonant cluster /sk/ pronounced)

S (Point to ground) We color grass green.
(Point to sky) What do we color blue? The ...

R (1) sky.

(5) (_)ky. (/s/ omitted from /sk/)
(6) es-ky (vowel added)
(0) Other

Use Picture 1

8. USES OF DO
(In questions, main verb, likes, changes to like with addition of does auxiliary)

S (Pointing to self) — (Child's name) Ask me if the boy likes to fish.

R (1) Does the boy like to fish?

(5) Do the boy like to fish?
(6) Does the boy likes to fish?
(7) Do the boy likes to fish?
(8) The boy likes to fish? (does omitted)
(9) The boy like to fish? (does omitted)
(0) Other

9. PAST PARTICIPLE
(Irregular - past participle, made, not the same as infinitive plus /t/, i.e., makt but is the same as irregular past)

S (Point to the boy) — Ask the boy if he always makes his own fishing pole.

(If necessary, help child repeat)- - - - - - - - - - - -Have you always ...

R (1) ... made your own fishing pole?

(5) ... make your own fishing pole?
(6) ... makes your own fishing pole?
(7) ... makt your own fishing pole?
(0) Other

NOTE: Child may confuse pronouns. Do not score his pronoun use. Score only the underlined form of past participle.

Use Picture 1

10. PRONUNCIATION
(Final consonant in the cluster /st/ pronounced)

S (Make slow swimming motion with hand, then make fast swimming motion) — Some fish swim very slow, and some fish swim very ...

R (1) ... fast.

(5) ... fas(_). (/t/ omitted from /st/)
(0) Other

11. PAST TENSE
(Regular - /t/ ending)

S (Point to fish) — Where did the fish jump?
(If necessary help child repeat)- - - - - - - - - - - -The fish ...

R (1) ... jumped in the river.

(5) ... jump(_) in the river. (/t/ omitted)
(6) ... jump-ed in the river. (2 syllables)
(0) Other

12. USES OF DO
(Don't as auxiliary or as substitute for longer predicate; main verb, have, remains the same with addition of don't auxiliary; placement of not between auxiliary and main verb)

S (Holding up pencil or pen) — I have a pencil (pen) in my hand. Tell me if you have a pencil (pen) in your hand.
(If necessary, help child repeat)- - - - - - - - - - - -No, I ...

R (1) ... don't (do not) have a pencil).

(5) ... doesn't (does not) (have a pencil).
(6) ... don't (do not) has a pencil.
(7) ... has a pencil. (don't omitted)
(8) ... have a pencil. (don't omitted)
(9) Any answer where not (no) is placed before verb construction; e.g., "...not (no) have a pencil."
(0) Other

Use Picture 1

13. POSSESSIVE
(Regular - 's pronounced /z/)

S (Point to father's pole) — Whose pole is this? This is the ...

R
(1) ... father's (pole). — ('s pronounced /z/)

(5) ... father's (pole). — ('s pronounced /s/)
(6) ... father(__) (pole). — (/z/ omitted)
(7) ... pole of the father. — (non-standard possessive)
(0) Other

NOTE: Dad's, Daddy's and man's may be substituted for father's.

14. COMPARISON
(Superlative)

S (If necessary, help child repeat)- - - - - - - - - - - -The boy thinks T. V. is fun; baseball's more fun, and fishing is the ...

R
(1) ... most fun.
(2) ... best.

(5) ... fun. — (positive)
(6) ... more fun. — (comparative)
(7) ... funner. — (non-standard comparative)
(8) ... more funner. — (non-standard comparative)
(9) ... funnest. — (non-standard superlative)
(10) ... most funnest. — (non-standard superlative)
(11) Any antonym of fun, in any form, e.g., hard, harder, not fun.
(0) Other

Use Picture 1

15. USES OF HAVE
(Has as main verb)

S (Point to father's fishing pole) (If necessary, help child repeat)- - - - - - - - - - - - -He ... — What does the father have in his hand?

R (1) ... has a fishing pole (in his hand).

(5) ... have a fishing pole (in his hand).
(6) ... haf a fishing pole (in his hand).
(7) ... hab a fishing pole (in his hand).
(8) ... has a fishing pole (in his hand). — (s pronounced /s/)
(0) Other

16. PAST TENSE
(Regular -/ɨd/ ending)

S — Did the father need some string, or did the boy need some string?

(If necessary, help child repeat)- - - - - - - - - - - -The ...

R (1) ... (boy, father) needed some string.

(5) ... (boy, father) needet some string. — (/ɨt/ substituted for /ɨd/)
(6) ... (boy, father) need(_) some string. — (/ɨd/ ending omitted)
(0) Other

17. SUBJECT-VERB AGREEMENT
(/s/ ending on verb)

S — Does the father go home, or does he keep on waiting?

(If necessary, help child repeat)- - - - - - - - - - - - -He ...

R (1) ... keeps on waiting. — (s pronounced /s/)

(5) ... keep(_) on waiting. — (/s/ omitted)
(0) Other

NOTE: If child says, He goes home, reply, But, the father's still there. Then repeat the question.

Use Picture 1

18. USES OF HAVE
(Had as main verb)

S — (Child's name) What did you have for lunch yesterday?

(If necessary, help child repeat)- - - - - - - - - - - -I ...

R (1) ... had etc.

(5) ... have etc.
(6) ... has etc.
(7) ... hab etc.
(8) ... haf etc.
(9) ... hat etc.
(0) Other

19. PLURAL
(Regular - /s/ ending)

S (Point to rocks, one at a time) — This is a rock. This is a rock, and this is another rock. So, there are three ...

R	(1)	... rocks.	(s pronounced /s/)
	(5)	... rock(_).	(/s/ omitted)
	(6)	... rock-ez.	(ez pronounced /ɨz/)
	(7)	... rock-es.	(es pronounced /ɨs/)
	(8)	... rock-sez.	(sez pronounced /sɨz/)
	(9)	... rock-ses.	(ses pronounced /sɨs/)
	(0)	Other	

20. PRONUNCIATION
(Final consonant sound th pronounced as in bath or as in bathe)

S — Is the boy fishing by himself? No, he's fishing ...

R	(1)	... with his father.	
	(5)	... wit his father.	(/t/ substituted for th)
	(6)	... wid his father.	(/d/ substituted for th)
	(7)	... wif his father.	(/f/ substituted for th)
	(8)	... wis his father.	(/s/ substituted for th)
	(0)	Other	

Use Picture 1

2

60

CHANGE TO PICTURE 2

21. USES OF DO
(Doesn't as auxiliary or as substitute for longer predicate; main verb, wears, changes to wear with addition of doesn't auxiliary; placement of not between auxiliary and main verb)

S (Point to father's shoes) — The father wears shoes in this picture. Tell me if the boy wears shoes.

(If necessary, help child repeat)- - - - - - - - - - - -No, he ...

R (1) ... doesn't (does not) (wear shoes).

(5) ... don't (do not) (wear shoes).
(6) ... doesn't (does not) wears shoes.
(7) ... don't (do not) wears shoes.
(8) ... wear shoes. (doesn't omitted)
(9) ... wears shoes. (doesn't omitted)
(0) Other

22. COMPARISON
(Superlative)

S (Point to each fish starting with the smallest, on the left) — Here are four fish. This fish is short; this one is long. This one one is longer; and this fish is the very ...

R (1) ... longest (one).
(2) ... longes( ) (one).

(5) ... long (one). (positive)
(6) ... longer (one). (comparative)
(7) ... more long (one). (non-standard comparative)
(8) ... more longer (one). (non-standard comparative)
(9) ... most long (one). (non-standard superlative)
(10) ... most longest (one). (non-standard superlative)
(11) Any antonym of long, in any form; e.g., short, shorter, not long.
(0) Other

Use Picture 2

23. PLURAL
(Irregular)

S (Point to boy's feet) — Here's a foot. And here's a foot. So there are two ...

R (1) ... feet.

(5) ... foots.
(6) ... feets.
(7) ... foot.
(0) Other

NOTE: If a child does not use some form of the word feet, say, (showing hands) These are my hands, and (showing feet) These are my ...

24. POSSESSIVE
(Regular -'s pronounced /ɨz/)

S (Point to fish's tail) — Whose tail is this? This is the ...

R (1) ... fish's (tail). ('s pronounced /ɨz/)

(5) ... fish's (tail). ('s pronounced /ɨs/)
(6) ... fish(_) (tail). (/ɨz/ ending omitted)
(7) ... tail of the fish. (non-standard possessive)
(0) Other

NOTE: Do not score pronunciation problem, ish. Score only the underlined form of the possessive.

25. SUBJECT - VERB AGREEMENT
(/ɨz/ ending on verb)

S — Does the boy use big worms or little worms to get the fish?

(If necessary, help child repeat)- - - - - - - - - - - -He ...

R (1) ... uses (big, little) worms. (es pronounced /ɨz/)

(5) ... uses (big, little) worms. (es pronounced /ɨs/)
(6) ... use(_). (plural ending omitted)
(0) Other

Use Picture 2

26. COMPARISON
(Comparative)

S (Pointing to boy)
(Point to smallest fish)

The boy is little, but the fish is much ...

R (1) ... littler.

(5) ... little. (positive)
(6) ... more little. (non-standard comparative)
(7) ... more littler. (non-standard comparative)
(8) ... littlest. (superlative)
(9) much. (adjective omitted)
(10) Any antonym of little, in any form; e.g., big, bigger, not little.
(0) Other

NOTE: Smaller (small, smallest) may be substituted for littler (little, littlest).

27. USES OF HAVE
(Have as auxiliary; requires following past participle, fished)

S

Ask the boy if he has ever fished before.

R (1) Have you ever fished before?

(5) Has you ever fished before?
(6) Has you ever fish(_) before?
(7) Have you ever fish(_) before?
(8) Did you ever fish before?
(9) Did you ever fished before?
(10) Is you ever fish before?
(11) Is you ever fished before?
(12) You ever fish(_) before? (have and -ed omitted)
(13) You ever fished before? (have omitted)
(0) Other

Use Picture 2

28. PAST PARTICIPLE
(Irregular - past participle, seen, not the same as infinitive plus /d/, i.e., seed, nor as the past, saw)

S — Ask the boy if he always sees a lot of fish in the river.

(If necessary, help child repeat)- - - - - - - - - - - -Have you always ...

R (1) ... seen a lot of fish (in the river)?

(5) ... saw a lot of fish (in the river)?
(6) ... see a lot of fish (in the river)?
(7) ... sees a lot of fish (in the river)?
(8) ... seed a lot of fish (in the river)?
(0) Other

29. PAST TENSE
(Regular - /d/ ending)

S (Point to boy's mouth) — Did the boy cry a lot or did he smile a lot?

(If necessary, help child repeat)- - - - - - - - - - - -He ...

R (1) ... smiled (a lot).

(5) ... smilt (a lot). (/t/ substituted for /d/)
(6) ... smile(_) (a lot). (/d/ omitted)
(7) ... smil-ed (a lot). (2 syllables)
(8) ... smil-et (a lot). (2 syllables)
(0) Other

30. DOUBLE NEGATIVE
(Negated main verb plus affirmative noun determiner or noun substitute: aren't plus any, or (_) birds)

S (Point to the sky)

There are no birds in the sky.
So we can say that there aren't ...

R (1) ... any.
(2) ... any birds.
(3) ... birds.

(5) ... no birds.
(6) ... none.
(0) Other

31. PRONUNCIATION
(Consonant sound ng pronounced)

S (Point to fish)

Fish swim with fins.
What do birds fly with?

R (1) Wings.
(2) (A) wing.
(3) (A) wink(_).
(4) Wing-ez (-es).

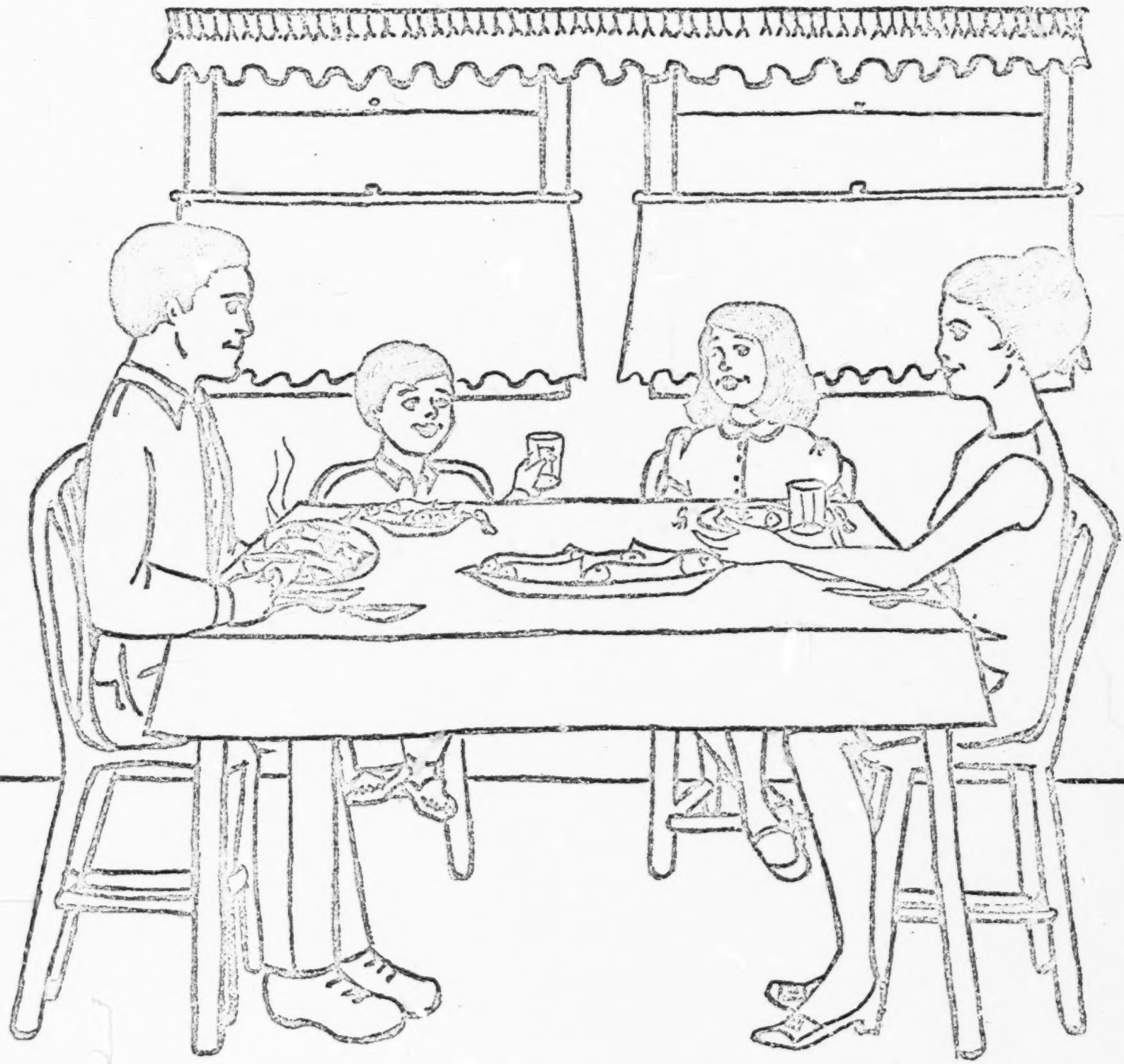
(5) Win. (/n/ substituted for ng)
(6) Wins. (/n/ substituted for ng)
(0) Other

NOTE: Child may have difficulty with /z/ pluralization. Do not score pluralization problem. Score only the underlined pronunciation problem.

If the child answers, feathers, ask, (Holding arms out to simulate wings) What are the feathers on? Or, ask, (Holding arms out) What do airplanes fly with?

Use Picture 2

3



99

CHANGE TO PICTURE 3

32. PAST TENSE
(Irregular - past, went, not the same as infinitive plus /d/, i.e., goed)

S — When the father and boy finished fishing, where did they go?

(If necessary, help child repeat)- - - - - - - - - - - -They ...

R (1) ... went home.

(5) ... go home.
(6) ... goed home.
(7) ... go-ed home. (2 syllables)
(0) Other

33. USES OF BE
(Were as main verb or as substitute for longer predicate)

S (Point to father and boy) — Who was tired?
(If necessary, help child repeat)- - - - - - - - - - - -They both ...

R (1) ... were (tired).

(5) ... was (tired).
(6) ... is (tired).
(7) ... are (tired).
(8) ... be (tired).
(9) ... tired. (verb omitted)
(10) They. (verb omitted)
(0) Other

34. USES OF BE
(Is as main verb)

S (Point to each object) — Let's name some things in this picture. These are dishes. These are chairs, and
(If necessary, help child repeat)- - - - - - - - - - - -this ...

R (1) ... is (a table).

(5) ... are (a table).
(6) ... be (a table).
(7) ... a (table). (verb omitted)
(0) Other

Use Picture 3

35. PLURAL
(Regular - /ɪz/ ending)

S (Point to glass) This is a glass.
(Point to glass) This is a glass.
That makes two ...

R (1) ... glasses. (es pronounced /ɪz/)

(5) ... glasses. (es pronounced /ɪs/)
(6) ... glass(_). (plural ending omitted)
(0) Other

35. PRONUNCIATION
(Initial ch sound pronounced)

S (Point to chair) What's the mother sitting in? A ...

R (1) ... chair.

(5) ... shair. (sh substituted for ch)
(0) Other

37. POSSESSIVE
(Regular - 's pronounced /s/)

S (Point to girl) Let's call the girl Janet. Whose
(Point to blouse) blouse is this? This is ...

R (1) ... Janet's (blouse).

(5) ... Janet(_) (blouse). (/s/ omitted)
(6) ... the blouse of Janet. (non-standard possessive)
(0) Other

Use Picture 3

38. USES OF BE

(Isn't as main verb or as substitute for longer predicate; requires following present participle, wearing; placement of not between auxiliary and main verb)

S (Point to father and boy) The father and boy are wearing shirts,
(Point to girl) but
(Shake head "No")- - - - - - - - - - the girl ...

R (1) ... isn't (is not) (wearing a shirt).

(5) ... aren't (are not) (wearing a shirt).
(6) ... ain't (wearing a shirt).
(7) ... not (no) wearing a shirt.
(8) ... doesn't (does not) (wear a shirt).
(9) ... don't (do not) (wear a shirt).
(0) Other

NOTE: Child may have difficulty with a shirt. Do not score the double negative problem. Score only the underlined use of be.

39. USES OF DO

(In questions, main verb, baked, changes to bake with addition of did auxiliary)

S (Point to mother) Ask the mother if she baked a pie?

R (1) Did you bake a pie?

(5) Do you b[illegible]e pie?
(6) Does you bake a pie?
(7) Do you ba[illegible]ed a pie?
(8) Does you baked a pie?
(9) Did you baked a pie?
(10) You baked a pie? (did omitted)
(11) You bake a pie? (did omitted)
(0) Other

NOTE: Child may confuse pronouns. Do not score his pronoun use. Score only the underlined use of do.

Use Picture 3

40. COMPARISON
(Comparative)

S — Fish for supper is very good, but the boy likes hot dogs much ...

R
(1) ... better.
(2) ... more.

(5) ... best. (superlative)
(6) ... bestest. (non-standard superlative)
(7) ... good. (positive)
(8) ... more good. (non-standard comparative)
(9) ... more better. (non-standard comparative)
(10) much. (adverb omitted)
(0) Other

41. DOUBLE NEGATIVE
(Negated main verb plus affirmative noun determiner or noun substitute: don't want plus any, more, or any more)

S (Point to mother) — The mother wants to know if the boy wants more milk. The boy says, "No, I don't want ...

R
(1) ... any more (milk)."
(2) ... more (milk)."
(3) ... any (milk)."
(4) ... milk."

(5) ... no more (milk)."
(6) ... no milk."
(7) ... none."
(0) Other

Use Picture 3

42. SUBJECT-VERB AGREEMENT
(No ending on main verb)

S — Look. Everybody is eating fish. The girl eats a little bit of fish.
(Point to girl)
(Point to father and boy)
(If necessary, help child repeat)- - - - - - - - - - - -They ...

R (1) ... eat (a lot, a little bit).

(5) ... eats (a lot, a little bit).
(0) Other

43. SUBJECT-VERB AGREEMENT
(/z/ ending on main verb)

S — Does the boy go outside to play after dinner, or does he go to bed?
(If necessary, help child repeat)- - - - - - - - - - - -He ...

R (1) ... goes (outside, to bed). (s pronounced /z/)

(5) ... goes (outside, to bed). (s pronounced /s/)
(6) ... go (outside, to bed).
(7) ... goed (outside, to bed).
(8) ... went (outside, to bed).
(0) Other

Use Picture 3

MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST - Structured Response

Response Sheet

Recording code: 1, 2, 3, 4 (standard); 5, 6, etc. (non-standard); 0 (other)

- If child answers with listed standard or non-standard response: _ _ _ _ Record response number
- If child answers with unlisted response after second administration: _ _ Record 0

(*Number of last item on given test page)

Item	Name	Category	TOTALS Count 1 point for each (1-4)
1		A	
* 2		H	
3		D	
* 4		E	
5		G	
6		J	
* 7		J	
8		C	
* 9		G	
10		J	
11		F	
*12		C	
13		I	
*14		B	
15		E	
16		F	
*17		K	
18		E	
19		H	
*20		J	
21		C	
*22		B	

Tester _____

Sheet ____ of ____ sheets

Item	Name	Continue with same students as listed for Items 1-22	Category	TOTALS Count 1 point for each (1-4)
23			H	
24			I	
*25			K	
26			B	
*27			E	
28			G	
*29			F	
30			D	
*31			J	
32			F	
33			A	
*34			A	
35			H	
36			J	
*37			I	
38			A	
*39			C	
40			B	
*41			D	
42			K	
*43			K	

Teacher _____ Grade ____

School _____ Date ____

Location _____